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ABSTRACT

This report deals with the issue of inservice teacher education and discusses in detail several new ventures and projects located in the Des Moines geographic area. The report reflects the views of several individuals--representatives from the Iowa State Education Association, Des Moines Public School System, Polk County Board of Education, and Drake University--who gave presentations dealing with inservice education and new techniques. The presentations cover the following topics: background on the Des Moines Education Association instruction and professional development activity; teacher-centered professional development; staff development in Des Moines Schools; Polk-Story Staff Development Council; State-Wide Staff Development Model; and professionalization of pre- and inservice education. A summary by the Editor predicting trends in inservice education concludes the report. (SK)

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TEACHER IN-SERVICE EDUCATION

REPORT OF A SYMPOSIUM

GLEN I. EARTHMAN

DES MOINES – DRAKE EDUCATIONAL INSTITUTE

Des Moines Public Schools
Drake University
Des Moines, Iowa

MAY, 1974

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TEACHER EDUCATION

A Report of the Symposium on Teacher In-Service Education

Glen I. Earthman,
Editor

Des Moines-Drake Educational Institute

Des Moines, Iowa

May 9, 1974

TABLE OF CONTENTS

	Page
Introduction..... Glen I. Earthman	1
Background on the Des Moines Education Association Instruction and Professional Development Activity..... Ruth Foster, IPD Chairman Iowa State Education Association	8
Teacher-Centered In-Service..... Thomas Reeves, Assistant Principal Des Moines Public School System	11
Editor's Note.....	15
Staff Development Model for an Urban School District..... Frank Hildreth, Coordinator Staff Development Des Moines Public School System	18
Polk-Story County Staff Development Council..... William M. Clark, Director IMPACT Polk County Board of Education	31
State-Wide Staff Development Model..... Richard Sweeney, IPD Specialist Iowa State Education Association	38
"Professionalization" of Pre- and In-Service Education... Alfred Schwartz, Dean College of Education Drake University	48
Summary..... Glen I. Earthman	53
List of Participants.....	64

INTRODUCTION

Teacher education, like every other area of concern in the field of education, has changed in the past few years and will continue to face the prospect of recurring change. Professionals working in the field of teacher pre-service education have noted new programs and trends in the process of preparing a person to teach. The concept of performance or competency-based teacher education has signally surfaced as a viable method of training teachers. The majority of teacher training institutions in the nation have either implemented such a program or they are rapidly moving in that direction. Much of the work in performance/competency-based education is of such a recent nature, however, that institutions of higher education are just beginning to really evaluate the long-term benefits of this method of preparing teachers. There are, of course, divergent points of view regarding the work of performance/competency-based instruction. Even the critics of performance/competency-based education feel, however, that changes in the traditional teacher education program are essential, but they press for a more humanistic curriculum and experience for prospective teachers as the direction of change. The pros and cons of each philosophical camp are not germane here, however, suffice it to say that the field of teacher education is fermenting with changes.

In spite of the rapidity and degree of change in the field of teacher education, the public schools are still faced with

the task of retraining freshmen teachers. Public school administrators do indicate that even after a student graduates from a teacher training program, he/she immediately needs retraining to prepare the prospective teacher to enter the classroom. For these administrators, in-service training begins immediately upon employment of the new teacher. The point is that even in light of recent changes in teacher pre-service education, a need for additional, localized training is perceived by public school personnel. The ferment and activity in pre-service teacher education is equally matched by the work taking place in that area of concern termed in-service education or staff development. Although these terms are used interchangeably to indicate those activities designed to improve teachers and staff members while on the job, staff development usually indicates the result of the activities carried on during in-service programs. No matter what the term used, traditionally educators have tended to view pre-service and in-service activities as quite distinct entities; the former the exclusive domain of the colleges and universities and the latter the responsibility of the public schools. Additionally, the in-service activities on the local school district level have traditionally been viewed as distinct from activities designated as necessary for recertification. More recently, however, educators have generally agreed or assumed that there are relationships between the training a prospective teacher receives and the training a practicing teacher needs. The program of the Teacher Corps vividly demonstrates this relationship where

interns and practicing teachers meet in seminars designed for the analysis of instructional problems and where each participant is able to benefit from this type of interaction. Unfortunately, the successful methodological approaches utilized in the Teacher Corps have not been uniformly incorporated into teacher education programs across the country.

The impetus for change in staff development approaches has been received from many quarters. Teachers organizations (national, state, and local), State Departments of Education, local school districts, and even federal agencies have all promulgated new approaches and changes in programs of in-service. Some requests for unique approaches to training staff have been almost mandatory in that funds for educational projects hinge upon the development of a program of in-service that is dissimilar from standard or more traditional approaches. Some efforts at developing new programs have been cooperative ventures between teacher organizations and governmental agencies. Needless to say, the push to develop viable and effective in-service programs has lead to many cooperative arrangements that were not thought of before. This development is generally viewed by professional educators as being of a positive nature that will pay large dividends in terms of teacher growth. Several such cooperative ventures are in evidence in the Des Moines geographic area.

The State of Iowa, through the Department of Public Instruction, has implemented a new recertification program for teachers

based upon the granting of credit to renew teaching certificates from local school district sponsored in-service programs. Such a program is indeed experimental in the state and unique in the nation. At the present time only a few school districts are participating in this program. Should a program of recertification based upon local in-service programs be implemented on a state-wide basis, a profound effect upon local in-service programs would be felt. Additionally, the colleges and universities in the state have not defined their role in such a program and yet would be greatly affected by it. The traditional graduate program in education which has served as a staff development vehicle for teachers in the past might be effected adversely by a new recertification program. Whatever the effect upon graduate programs or the role the institutions of higher education will play in this new cooperative venture between several governmental agencies, it will be necessary to studiously examine these efforts in light of recent developments.

The local educational association in Des Moines has also done considerable work in developing procedures to insure teacher participation in the planning and implementing of in-service educational programs. The Des Moines Education Association has been in the forefront of the movement to establish teacher centers - a concept dealing with places and programs designed to renew and improve practicing teachers. The Teacher Renewal Center Program which was under consideration less than two years ago was an example of a cooperative venture between

teacher organizations and governmental agencies - i.e., U.S. Office of Education, National Education Association, and Des Moines Education Association. Unfortunately, this concept did not materialize as a result of lack of funding. The national and local teacher associations have, however, most recently developed in-service programs which are termed teacher-centered. That term indicates programs of in-service which are planned and implemented by and for teachers. In any event, the Des Moines Education Association in the past has been actively involved in improving staff development efforts and is continuing to work for relevant and effective programs of in-service education planned and implemented by practitioners themselves. Promotion of teacher-centered in-service programs is indeed a major activity of the Des Moines Education Association.

The Iowa State Education Association, likewise, has embarked upon a major program of staff development on the state-wide level. The ISEA has developed a network of in-service activities that enables almost every teacher in the state to participate in some type of activity from viewing recent and important films to visiting innovative programs in other parts of the nation.

In addition to the activities of the teacher's organizations, school districts are mounting new programs designed to systematically upgrade staff personnel. Although school districts have long offered staff development activities for the improvement of the teaching staff, they are now enlarging the programs to include the entire staff of the district. Further,

the administrators in local school districts are involving staff personnel in the planning of the in-service experiences, using new instructional techniques in the program, and cooperating with other agencies in applying credit for financial reward and for recertification. In addition to the increased efforts of organizations and governmental agencies, teachers themselves are displaying more initiative in determining the course of action regarding in-service activities. This was aptly demonstrated during the immediate past school year by teachers demanding a distinct and even controlling voice in the newly organized staff development program of the Des Moines School District. Given this background of varied developments and refinements, an even larger and oftentimes confusing phenomena has loomed on the horizon of in-service education. During the 1974 legislative session the General Assembly passed an act permitting collective bargaining by public employees. This act, which was signed by the Governor and became law on July 1, 1974, enables teachers to bargain for certain job related benefits. Negotiating precedents set in other states that have similar legislation indicate that participatory and even teacher-directed in-service programs will be one negotiated item in the future. This distinct possibility may clear the situation in some respects, but in others the power granted to teachers in the new collective bargaining act may muddy the water for a period of time for some institutions.

What does all of this activity and concern on the part of a

variety of organizations and agencies have to say to educators in general and to the community of the Des Moines-Drake Educational Institute in particular? This was the question poised by the Advisory Board of the Institute during its February, 1974, meeting. As a result, the Director of the Institute organized a Symposium dealing with teacher in-service education which was held on May 9, 1974, on the campus of Drake University. Various organizations and governmental agencies were asked to participate by explaining their interest, work and plans in the area of teacher in-service education. Representatives from the Iowa Department of Public Instruction, Iowa State Education Association, Des Moines Education Association, Polk-Story County School District, Des Moines Public Schools, and Drake University gave presentations relating to their particular activities. These presentations are contained in the next section of this publication.

Glen I. Earthman,
Director
Des Moines-Drake Institute

BACKGROUND ON THE DES MOINES EDUCATION ASSOCIATION INSTRUCTION AND PROFESSIONAL DEVELOPMENT ACTIVITY

Ruth Foster

For many years there existed at the national and state level a Teacher Educational and Professional Standards (TEPS) Commission and at the local level a TEPS Committee. These commissions and committees were concerned with excellence in the field of instruction and professional growth. In 1971 the Representative Assembly of the NEA voted to dissolve the national TEPS Commission. Based on this action, both the state and local associations followed with a similar action. A Division of Instruction and Professional Development was then established at the national level. At the state and local levels similar IPD committees were established. All of these groups are concerned with the excellence of instruction and professional development.

In 1972 some monies were set aside by the Department of Health, Education and Welfare for the establishment of teacher centers. These monies could not be used by NEA, but rather had to be applied for through NEA to be used at the local association level.

In 1973 the Des Moines Education Association wrote a formal application requesting to be part of the proposed teacher center program. In the meantime, the monies at HEW dried up, but the idea for an in-service center for teachers has become a concept of teacher-centered service rather than a physical

entity. This concept might, however, include a site for hands-on material. Last July DMEA received notification from NEA that they were one of 12 associations in the United States eligible for a possible project. The association has followed through with the initial proposal and has just completed Phase I and submitted a program for Phase II.

The first activity of the Phase I proposal was a workshop held with the cooperation of ISEA on October 30 and 31, 1973, for the IPD committee and interested teachers in the association. The purpose of the workshop was to brainstorm in an effort to come up with innovative ideas for teacher centered in-service. Mr. Bob Luke and Dr. Bernie Bartholomew from NEA helped Dr. Richard Sweeney, ISEA, to facilitate this workshop.

The local association structure has in it an IPD contact person in each school. These contact people were invited to meet at North High for the purpose of sharing input from the October workshop. They also offered input of their own.

The first time the entire faculty was involved, (which included all certificated personnel, nurses, and associate teachers), was with the NEA Needs Assessment. This instrument was in the form of a 99-item questionnaire covering all phases of education from funding through curriculum. The instrument was handled by the IPD contact people in each building after they had had a training session on the implementation of the instrument. The instrument was administered March 13, 1974, and immediately returned to the NEA for data processing. The

IPD committee has made a request that the top 12 or 15 items showing the greatest discrepancy in the instrument be further processed for study and use.

A team of three people came from the NEA to work with DMEA on the interpretation of the data. This information was then shared with each building contact person who in turn shared with personnel within their school.

Based upon their discussion in the schools as to the way the teachers perceived the questions when answered, the building contact persons returned to us this information which has been summarized by a writing committee. This summarization was presented to the central administration on May 22, 1974, so that they will have the same kind of background knowledge as is available to the members of the IPD committee of DMEA.

At this point DMEA is continuing to study and work with this information and from it will write some programs to meet the perceived needs.

The Association perceives teacher centered in-service as a program that teachers ask for; a program planned and administered by teachers. In other words, teachers sharing with other teachers materials, techniques, and experiences to improve the teacher as a practitioner and to improve the quality of instruction.

TEACHER CENTERED IN-SERVICE

Thomas Reeves

The needs assessment instrument that is mentioned above is a 99-question instrument or document prepared by the National Education Association. It measures what the teachers perceive to be the ideal situation as opposed to what they perceive the conditions to be at the present time. The differences in the present condition and the condition as the teachers perceive it to be may be a real difference or it may be an imagined difference. At any rate, if there is some discrepancy then the teachers feel that things are not as they should be and its a real difference to them whether or not it is a factual difference. Consequently, we consider the needs assessment a valid instrument for the purpose of discovering perceived needs by the teachers.

In my talk, I am going to refer to teacher-centered professional development and I would like to define what I mean by teacher-centered professional development so that there will be a clear understanding as I progress through my presentation. I define teacher-centered professional development as in-service or professional development as you may call it for teachers, conceived by teachers based on the needs that they themselves feel they have for a particular type of in-service. It is conceived, administered and controlled by teachers - that is what is meant by teacher-centered professional development. The Des Moines Education Association has taken a leadership role in

professional development and the efforts and planning toward teacher-centered professional development has spurred many changes in the Des Moines area in professional development courses and in-service. Due to DMEA efforts, changes have been made for the better in more than one organization in the area. The teacher-centered professional development program, as envisioned by the Des Moines Education Association, is in its early planning stage. We did not jump in and try to get something started before we knew what we were talking about. It is a long-range plan and we intend to go about it scientifically and find out what the teachers want and what the teachers need before we develop any kind of program. The needs assessment instrument was a part of the long-range planning. It is not our intention to parallel any existing programs but rather to incorporate existing programs in our overall concept of staff development and in-service training. The needs assessment instrument that we have been talking about is really the basis for our starting to write a program for teacher-centered in-service training. What our program should be and what we think is a need for the teachers and how they perceive that need is to be determined basically from the needs assessment instrument. Experiential data will also be utilized in making these decisions. At the present time the Des Moines School System has a staff development program in progress. There is also a place where teachers can go to gather miscellaneous material. It is called "Strings and Things". In addition, there is a materials center

at Cowles Elementary School where some items are displayed for the teachers to view. We would like to incorporate all of these things that are presently available to the teachers in our overall plan for a teacher-centered professional development program. We would like to make these things more available to teachers at times when they could participate in using them.

I am not too familiar with all the things that the Des Moines-Drake Institute is doing. I do know that it had a part in the development of the magnet school program and magnet school report. I do think that it would be a good idea if there were some Des Moines teachers on the Advisory Committee for the Des Moines-Drake Institute. I know that the teachers are involved in the product of its activities, yet as far as I know, there are no teachers directly involved in any of the decision-making concerning the Des Moines-Drake Institute nor on any of the real decision-making planning part or Advisory Committee. I feel, therefore, that there should be teacher representation on some of the committees. (See Editor's Note following)

I'll give you some of the things that I envision as being a part of the Des Moines Education Association's teacher-centered professional development program. Some of these things I'm going to tell you are not hard and fast plans; they are subject to change, but right now these are some ideas of what we would like to have.

Teachers should be able to negotiate with the universities and colleges in the area to have them develop courses to meet the needs as teachers see them, not just to offer courses which the universities and colleges feel that the teachers need. Those courses will be available anyway, but we want additional courses which we feel we need and we would like to negotiate for some of those courses to be made available.

We also would like to negotiate with the school administration for released time for teachers to visit other teachers' classrooms where new and innovative programs might be going on. Also, a teacher could get some ideas as to how she could improve her own classroom work by visiting other teachers.

We would also like to negotiate released time for say a team of teachers to go around and put on classroom demonstrations in the teacher's own classroom with her students while she acts as an observer for this teaching team. These people would have something new to offer, a better way or new way of doing something to help a particular teacher who wants to see it in operation and see it actually work in her own classroom. Of course, we will need released time for which we would have to negotiate with the administration. For this teaching team to be able to go around and put on demonstrations, there would have to be a team of substitute teachers to take their places while they were out of their own classrooms. This too is part of the program that we would have to negotiate with the administration. Throughout the program we will keep the administra-

tion informed because we do need their help and their support.

We also have the need for something like a master teacher, which would closely resemble the consultant that the District now has, that would go around to help new teachers - that is, first year teachers.

We do not plan to compete with anyone, but rather, to embrace all of the present in-service activities that are going on in and around Des Moines. We want the Des Moines teacher-centered professional development program to be a model and act as the nucleus for a clearly effective in-service training program for Des Moines teachers.

The following items seem to be fundamental for a teacher-centered professional development or in-service training program: (1) The offerings should be based on the needs as the teachers see them. (2) Financing is the responsibility of the school district for it is the public's responsibility-not the teachers'. (3) The in-service should be carried on during company time. That is, it should not be after school hours when the teacher has already put in a full day.

Editor's Note: The Des Moines-Drake Educational Institute was organized to provide liaison between two separate and diverse organizations - Drake University and the Des Moines Public Schools. The one organization is a private institution of higher education and the second organization is a public governmental agency charged with the responsibility of educating all children and youth of the community. There is, however, a great deal of similarity between the two institutions in that both are concerned with the educative process and to that end cooperate in

a number of projects. Because of this need for liaison on cooperative ventures, the Des Moines-Drake Educational Institute was organized. The Des Moines-Drake Educational Institute is, therefore, positioned between two organizations to enable the Institute to work most effectively on several levels. The Advisory Board of the Des Moines-Drake Educational Institute represents the governing body of each contributing organization plus the administrative personnel responsible for the decision-making process of the University and the School District. The Program/Policy Commission of the Des Moines-Drake Educational Institute is composed of those individuals in both organizations charged with the day-by-day administration of major departments or divisions. The two-tiered representation very adequately enables the Des Moines-Drake Educational Institute to work on those levels where positive influence can be directed and decisions made.

The work accomplishment level of the Des Moines-Drake Educational Institute is located in the committee structure. Presently there are seven regularly organized committees of the Des Moines-Drake Educational Institute and on every committee teachers are contributing members. In fact, the majority of the committee members are teachers either at the University or the Public Schools. Without exception, every project sponsored by the Des Moines-Drake Educational Institute during the 1973-74 school year involved teachers in some contributing capacity. Without a doubt teacher involvement has been the contributing factor in the success of the Des Moines-Drake Educational Institute during its existence. If it is perceived that teachers are not adequately involved in the work of the Des Moines-Drake Educational Institute, this perception simply reflects a communication void, not a statement of condition.

The committee structure is very vital to the work of the Des Moines-Drake Educational Institute and this is the point where such involvement utilizes the expertise of the teacher. Classroom teacher representation on the committee level is much more meaningful than at any other level. Until the mission of the Des Moines-Drake Educational Institute is changed, it is perceived that to change the composition of the three discernable work efforts discussed above for the sake of quasi-representation would rule the Des Moines-Drake

Education Institute to work freely on several levels in trying to affect cooperation between two large and complex organizations.

G. I. E.

IN-SERVICE STAFF DEVELOPMENT IN DES MOINES SCHOOLS

Frank L. Hildreth

In talking about staff development, I feel compelled to recall the progressive education movement of the 1930's. Des Moines teachers and administrators in that decade were involved in district-wide workshops. Many nationally known educators were imported and numerous creative projects emerged in our schools from those workshops. Most noteworthy were the programs evolved during the eight-year study.

I am certainly not calling the 1930's the "good old days" because the great depression dominated the life-style of many people. However, the socio-economic climate did give rise to human social, and educational needs that are somewhat analogous to the needs being assessed in schools during the 1970's. Staff development, having always been a major concern of Des Moines school personnel, has gained momentum in recent years to meet identified needs of students, teachers and administrators. Beginning with the Human Relations Workshop in the summer of 1968, together with the in-service components written into numerous federally funded projects and given emphasis by needs in the many changing aspects of education; the increase in requests for staff development has caused the schools and universities to re-evaluate their goals and responsibilities. The present staff development program of the Des Moines School District is founded upon some very sound educational tenets:

that "all true education is growth;" that "a good school never achieves culmination;" and that "no one can get an education once and for all." Thus, the life growth of either the individual or the organized group is continual learning and development. The obvious conclusion, then, is that staff development is synonymous with the potential personal and professional growth of individuals and groups.

For the purpose of clarifying this presentation, a distinction between staff development and in-service should be drawn. The latter includes such seminars and workshops of a short-lived nature as the brief, topical presentations during the in-service day in February and the after-school weekly staff sessions during the school year. These often deal with immediacy and expediency to help individuals and groups to function adequately in their daily organizational structure and environment. This process I identify as in-service.

Staff development, on the other hand, is identified with a process and activity providing a greater and, hopefully, more lasting impact on both individuals and groups. Staff development should be the result and consequence of in-service. It is human growth as well as professional growth. It results from achievements and successes, and improves instructional, administrative and leadership skills. Staff development is the extending of one's perspectives and the widening of one's horizons. It results in the inner security and the improved self-image that emerge when teachers and administrators have

been liberated to a functional level that is creative and free. Continual growth becomes spontaneous and self-motivating; only then has the individual or group developed. At this point staff development will have attained its highest concept. Upon this rationale, certain assumptions are predicted concerning the role of the teachers and administrators in a staff development program. A successful staff development effort will incorporate the following assumptions into the program:

1. The foremost purpose of education is to help children become mature, stable, responsible, and contributing adult citizens--mentally, physically, emotionally, and socially.

2. All teachers are interested in self-improvement in the areas of instruction and professional competence.

3. All teachers desire a voice in developing school programs in which they are to be involved.

4. All teachers desire a voice in recommending the kinds of programs to be available on in-service day.

5. All teachers want staff development programs that meet their felt and expressed needs as teachers.

6. Talents and expertise exist among Des Moines teachers that should be shared for instructional improvement.

7. Teachers desire some individual selection of participation in staff development programs.

8. Staff development programs should focus on specific areas of interest arising from requests made by individuals and faculty groups.

9. Staff development programs should be provided and made available to administrative and clasified personnel, and not limited to instructional staff.

10. Inasmuch as change is inherent in anything developmental, so should staff development programs change to meet the demands for improvement in all aspects of education.

Although these assumptions were set forth for in-service before the present staff development program had its inception, they have been guidelines to much of the evolvement of the present programs. During the school year 1971-1972, a proposal for a comprehensive professional growth program was written and presented to the central administrative staff. It was not until May, 1972, however, that the first strong impetus came to move ahead with our original proposal. The State Department of Public Instruction at that time invited the Des Moines School District to become one of the first six schools in a pilot project to offer professional study courses for credit that could be used for certification renewal. The program would have to be ready to implement in the fall of 1972. Our administration was interested but requested deferment to the 1973-1974 school year so that we could develop a program of substance and value.

The original proposal was rewritten and revised and a prospectus of a comprehensive staff development process was presented in October, 1972. A Steering Committee composed of both teachers and administrators was appointed by the Superintendent's office and met for the first time on January 10, 1973. Out of this meeting came two recommendations: (1) that the school district respond affirmatively to the invitation from the Department of Public Instruction by developing a comprehensive program and (2) that a writing committee be orga-

nized to prepare the program and present it to the Steering Committee by May, 1973.

These recommendations were fulfilled. The plan was presented several times with many revisions being made. In November, 1973, it was approved by the Des Moines Education Association and the Des Moines Federation of Teachers. On December 4, 1973, the program was presented to the Board of Education and approved. In response to one of the School District's goals, that a program of four to six courses be offered in the spring semester, 1973, the implementation of the plan was begun. Nine mini courses were offered with the result that eight of the nine offerings materialized with sufficient enrollment. A total of 210 persons enrolled in the course and 115 persons planned to request that their credit be filed with the Department of Public Instruction for certification renewal.

The philosophical background, rationale, and objectives of the program that evolved out of the above development is contained in "The Professional Study Program: A Handbook for Staff Development":

> "The ultimate goal of this professional study program is the improvement of student performance. The underlying assumption is that student performance is in large measure dependent upon staff performance. This is not to say that the staff is performing inadequately but rather that, in education, there are no final answers, only better ways of performing skills. It is therefore a wise staff that embraces this concept and initiates efforts to improve itself.
>
> "The proposed program attempts to provide a balance between the educational goals of the District and

the needs of its staff members both individually and collectively. As you know, the goals of the District and the needs of any part of its staff may not always be in balance, but the validity of any staff development effort must satisfy the demands of these two criteria.

"Throughout the development of this program, the writing committee was alert to the need to provide the opportunity for all groups -- certificated staff, classified staff, students, and community members -- to contribute to the program, since all have an important responsibility for fashioning the learning environment.

"It is further held as important that each individual, regardless of his affiliation or lack of affiliation with any group, should have the opportunity to influence the direction of staff development in the District.

"In addition, the writing committee attempted to integrate fully and to define clearly the function of each committee or individual responsible for bringing a specific program to fruition. This was done to insure that clear expectations will be communicated from the beginning to all groups and individuals.

"Finally, the committee recognized that the ongoing strength of this program must rest upon continuous improvement borne of continuous evaluation and innovation. Hence, evaluation has been built into all stages and levels of the program."

Rationale and Objectives

"This program presents a process for formulating and implementing a comprehensive staff development program for the general staff in the Des Moines Public Schools. The goal of the program is to enhance the professional growth of all participants through self-assessment, in-service education and evaluation and to encourage the attainment of attitudes and the development of skills most appropriate to particular educational tasks.

"Professional development will be directed toward improving student performance. Furthermore, staff development programs will occur in relationship to a four-component instructional and program model: (1) assessment of student and/or staff needs; (2) establishment of goals; (3) creation of strategies to meet established goals; (4) evaluation of student and/or staff performance in terms of established goals.

"It is further recognized that there be a staff development component in major efforts undertaken to meet the goals of the district. Staff development should precede implementation and continue throughout the duration of such efforts.

"Rationale for a comprehensive staff development process is based upon the following assumptions for the involvement of all personnel:

1. "Teachers on probation need additional learning opportunities to help them meet the demands of their assignments.

2. "Continuing teachers and other general staff need continuing education to meet demands for change.

3. "Administrative personnel need to increase their leadership ability and knowledge in such areas as evaluation, instruction, curriculum, peronnel management, pupil services, community involvement, budgeting and systems management.

4. "Certificated and classified personnel need to update their skills to become more effective and productive in the diverse and changing functional and operational aspects of the school system.

5. "A positive attitude of staff members will be supportive of the successful implementation of this program. Thus, to be effective and productive, the programs offered through staff development will be those requested by teachers, administrators, or supportive services peronnel and organized to meet the needs of those who enroll. Participation and enrollment in staff development programs will be voluntary. Staff will be informed of programs to be offered and of the objectives of these courses."

"Objectives of the comprehensive program are the following:

1. "To provide for continuing education of the general staff.

2. "To make available a process through which identified problems might be solved.

3. "To initiate programs that will aid in the improvement of instruction by teaching methods of self-assessment and by offering learning experiences in specific areas.

4. "To establish an organizational structure with staff that will help develop quality education and coordinate a comprehensive educational program.

5. "To encourage staff to initiate quality educational programs or facilitate program improvement.

6. "To provide incentives that will encourage staff to participate in the staff development programs offered.

7. "To consider general staff needs for professional development.

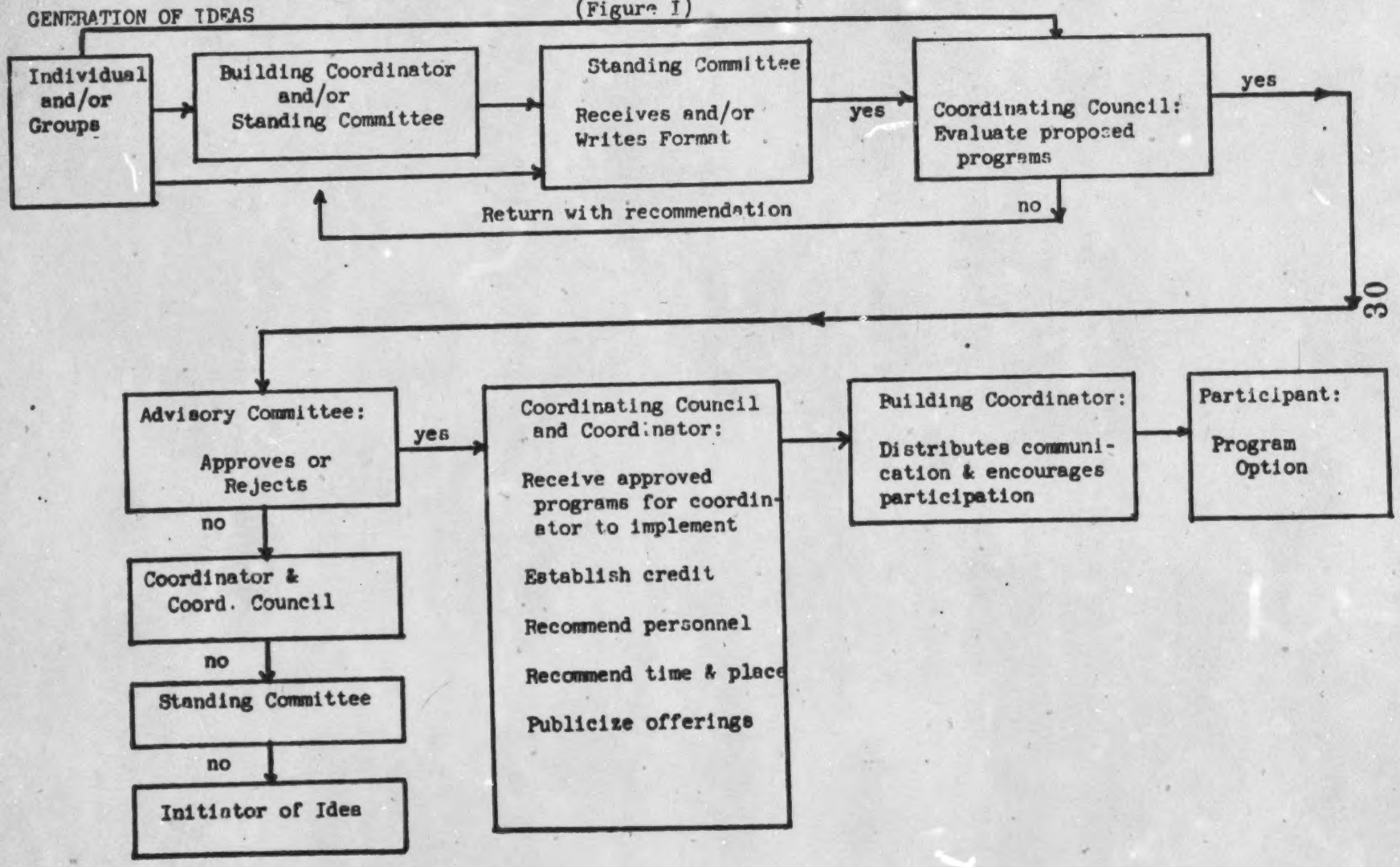
8. "To provide for the specific education needs of each individual.

9. "To assure the district of a balanced, well-distributed program for professional growth."

Figure 1 is a flow chart illustrating the route an idea takes on its way to be developed into a course or semi-

DES MOINES PUBLIC SCHOOLS
Department of Planning and Development

STEPS IN PROCESSING A STAFF DEVELOPMENT PROGRAM
(Figure I)



nar to be offered to school personnel. Figure II presents the organizational structure revealing the process of involving many people in the implementation and function of the plan. Emphasis has been given to the "bubbling up" process to indicate that needs and requests are expected to be expressed by people who are most likely to benefit from the development activities.

Included in the regulations and processes explained in the Handbook are the following points, in brief:

1. District credit earned may apply vertically and horizontally on the salary schedule only after the Bachelor's or Master's degrees have been obtained.

2. Credits earned in district programs will not apply toward a degree program unless such a course has been approved by the university.

3. District credit may be submitted for renewal of certificate if the course taken has been approved by the Department of Public Instruction.

4. A ratio of 15 hours of instruction for one unit of District credit will form the base for all courses and credits.

5. The college and university credit program will continue as presently delineated in the manual for "Personnel Practices and Procedures in the Des Moines Public Schools."

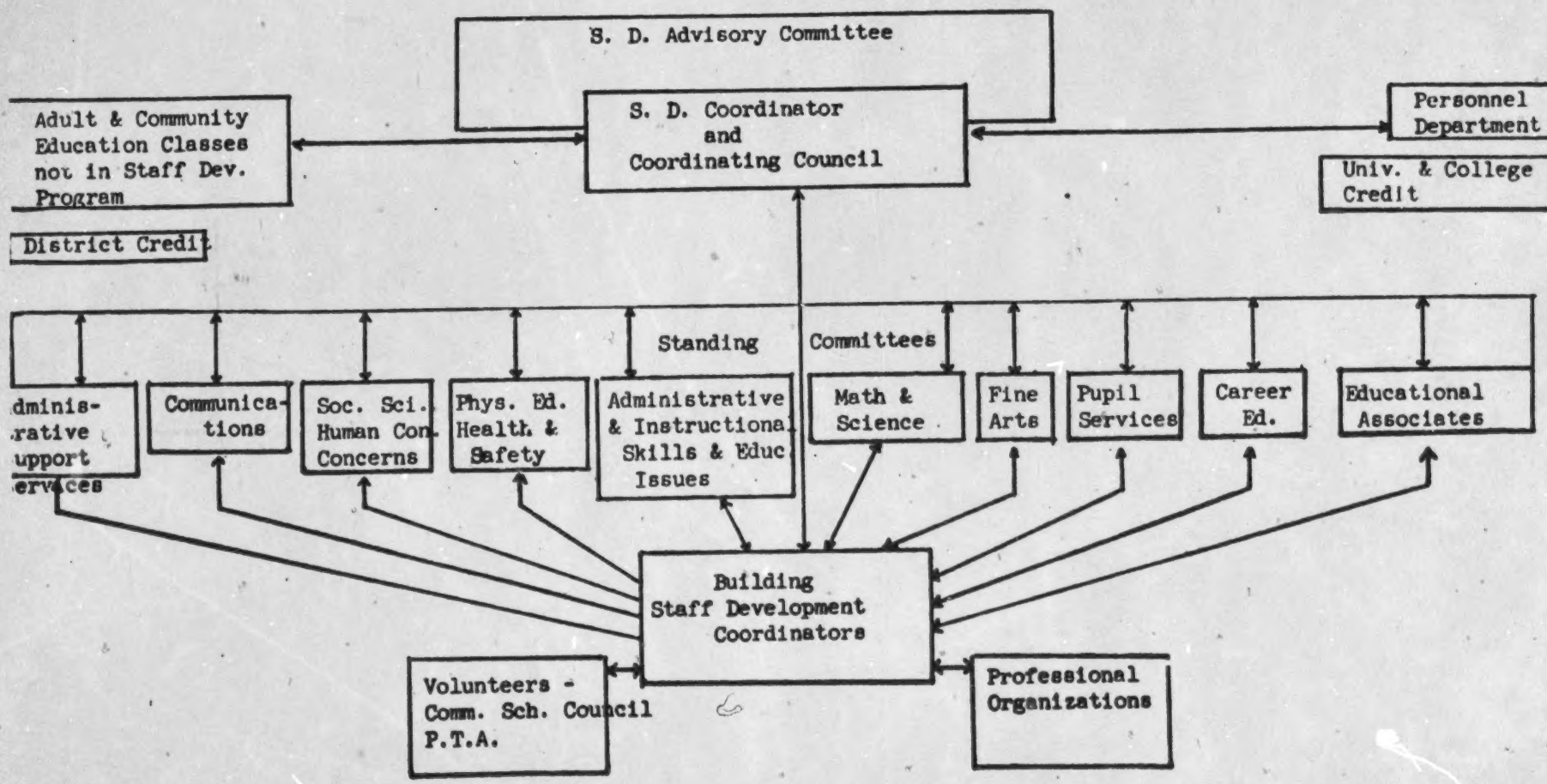
6. Courses, seminars, and workshops will be generated and requested by individuals and groups in general district staff.

7. Requests for program offerings will be submitted on a form provided and meet standards set forth in the comprehensive staff development program.

8. Structure of the program provides for a staff development coordinator in each building, standing committees in related subject areas, a coordinating council and an advisory committee.

DES MOINES PUBLIC SCHOOLS
Department of Planning and Development

ORGANIZATIONAL STRUCTURE FOR STAFF DEVELOPMENT
(Figure II)



9. Other details regarding the structure of the program and its administration have been provided in the Handbook for Staff Development.

This spring the total structure of the program has been implemented. There has been a meeting of the building staff coordinators whereby their responsibilities were explained and discussed. The standing committees have been organized with chairpersons and recorders elected by the committee members. Over thirty courses and seminars have been generated by individuals, special interest groups, and standing committees. These have been presented to the Coordinating Council, others to the originators for recommended improvements. Finally, the Council recommended twenty-one programs to the Advisory Committee for approval.

The titles of these programs have been distributed to all school employees through the Superintendent's Weekly Bulletin. The purpose of this dissemination is two-fold: (1) to keep the total staff informed and (2) to gain a tabulation of the intentions of people to enroll in the fall semester and thus obtain an assessment of interest and some guidelines for finalizing the fall program. The building staff development coordinators assisted in the dissemination of the information, collection of tentative enrollment, and the building tabulation of intentions.

In conclusion, a systematic format is submitted which is to be used by all individuals and groups who wish to request a course or seminar that may meet an identified need of a target

audience. Though parts of this format are logistical in nature, all items must be included in the prospectus of a course if it is to gain favorable consideration by a Standing Committee, the Coordinating Council and the Advisory Committee. Especially important are items 2, 3, and 4 of the following format:

1. Course title.
2. Statement of need and its relationship to District goals.
3. Outcomes in behavioral terms, including (a) knowledge or information to be learned; (b) attitudes to be developed; and/or skills to be acquired.
4. Evaluation to be made.
5. Target audience (this in no way restricts participation by other district employees).
6. Time schedule or time allotment for the activity; (a) number of weeks, (b) hours per week, (c) time of day, and (d) total contact hours.
7. Recommended meeting place.
8. Name(s) of recommended instructor(s).
9. Anticipated need of materials and cost.
10. Minimum enrollment recommended.
11. Maximum enrollment recommended.
12. Name of contact person submitting the request.

POLK-STORY STAFF DEVELOPMENT COUNCIL

William M.Clark

Introduction

The need for continued professional development for education personnel -- teachers, supervisors, counselors, principals, superintendents, and classified personnel -- has never been greater. Contributing to this need are such factors as the continuous barrage of instructional material, new knowledge being generated through research, the rapidity of change which causes much of what we know to become obsolete, and the constant pressures for accountability relating to specific objectives and performances.

In spite of this need, staff development and/or in-service education is frequently taken for granted. Staff development is everybody's business and yet nobody's business. The need for an organized, sustained effort to give staff development the importance it deserves is obvious.

Purpose

The Polk-Story Staff Development Council (PSSDC) is a consortium fostered essentially for the purpose of providing professional growth opportunities for school staffs. The activities of the Council are not meant to duplicate, compete, or replace staff development efforts made by school districts, professional agencies, or institutions of higher education.

Rather, the function of PSSDC is to encourage a spirit of cooperation among the various educational organizations in providing needed professional development programs and to supplement existing programs. The ultimate goal of any staff development program is to improve student success and performance in school.

The goals of the programs and activities developed and coordinated by the PSSDC will be directed toward the following purposes:

1. To assist administrative personnel in developing their leadership skill and knowledge in such areas as evaluation, instruction, curriculum, personnel management, pupil services, community involvement, budgeting and systems management.

2. To assist teachers, supervisors, counselors and special assignment personnel in building their skills which relate to the classroom and students.

3. To develop educational opportunities for classified personnel that relate to specific job functions.

4. To facilitate communication among local school districts, institutions of higher education, and professional agencies which may lead to more cooperative programs in staff development.

5. To encourage and assist staffs in initiating quality educational programs designed to meet specific needs.

6. To provide choices in staff development that meet the needs of individuals.

7. To develop and provide for incentives that will motivate staff to participate in professional growth activities.

8. To create an organization that wil foster staff development as a viable and continuous revitalizing force on education.

9. To encourage flexibility and diversity of staff-development activities.

Organization

The organization of the Council is comprised of a Representative Assembly and an Executive Board. The Representative Assembly is made up of 3 staff members each from the 17 participating districts in Polk and Story counties. In addition, there are representatives from Drake, ISU, Des Moines Area Community College and the Joint County System are members of the Assembly. From the Assembly members, the Executive Board is elected.

Credit Programs

The goal of the Council is to develop programs that will offer (1) professional credit, (2) certificate renewal credit, and (3) college or university credit. Possibly, all courses will carry certificate renewal credit.

A. Professional Credit

Professional credit can only be granted by the administrators and boards of local school districts. The Council recommends that professional credit be granted to program participants and such credit will fulfill district in-service education requirements and count toward awarding salary advancements.

A ratio of 15 hours of instruction for one unit of credit will form the base for all professional credit programs.

B. Certificate Renewal Credit

Before courses may be credited toward certificate renewal, prior approval of such courses must be obtained from the State Department of Public Instruction. Credit for certificate renewal should be limited to those courses which are related to the teacher's assignment.

The Council will seek to have all programs approved for certificate renewal. The ratio of 15 hours of instruction for one unit of credit will be followed.

C. College and University Credit

These programs must be arranged with credit-granting institutions. Programs may be off campus, on campus, summer, or through other special arrangements. The credit-granting institutions and the Council will cooperate whenever possible in determining the focus and the amount of credit and time requirements for such programs. Whenever college credit is involved, it will be the responsibility of the individual to make arrangements for registration and credit.

Nature of Programs

The Council will work toward the development of several kinds of programs including mini courses, workshops, college courses, and outside agencies.

A. Mini courses may carry professional and certificate renewal credit. The focus of these courses will depend on the need and the resources available to carry them out. Such programs will be scheduled outside of the regular school day.

B. Workshops, clinics, institutes and other short-term or concentrated programs may be developed or arranged by the council. These programs may carry professional credit depending upon the time and extent of participant involvement.

C. College seminars and courses will be arranged with credit-granting institutions. The credit granted will be determined by the institution.

D. Outside agencies (e.g., Educational Consulting Associates (ECA), Glasser Institute, etc), may submit programs to the Council for approval.

Initiating Programs

Any individual or group of individuals may initiate and propose a likely program. The program may be a mini course, workshop, seminar, college course, etc.

Since the Representative Assembly will be meeting a limited number of times (at least twice a year and not more than three) submission of proposals for programs will need to be coordinated with the meetings of the Representative Assembly. Programs to be offered during the summer and first semester must be approved by the Assembly at its April meeting. Similarly, second semester programs must be brought before the Assembly for approval in October.

The steps to follow in developing programs are:

A. Obtain a program description form from your Council representative or the Council coordinator.

B. Complete the form and submit to coordinator.

C. Coordinator presents a program to Executive Board for approval.

D. Executive Board submits a proposal to Representative Assembly for approval.

Membership Requirements

A. Local School Districts

1. Provide released time for teachers who are members of the Executive Board.

2. Provide meeting facilities and equipment for staff development programs.

3. Encourage the granting of professional credit to those district personnel who have successfully completed staff development and in-service education programs provided by the Council.

B. Agencies and Institutions

1. Provide representatives to serve on the Representative Assembly and in some cases on the Executive Board.

2. To offer any special expertise or resources available that may assist the Council in carrying out programs.

C. Joint County System

1. Provide a person to serve on the Representative Assembly.

2. Provide a staff member to serve as coordinator of the Polk-Story Staff Development Council.

3. Provide for a minimum level of financial support.

Financing

There are four potential sources of funding for the program. First, the Joint-County System will pay the coordinator and provide minimum financial support for operation. Secondly, participants and/or school districts will pay tuition fees. Thirdly, participants will pay for college credit unless special arrangements have been made through a cooperative program. Fourthly, workshops and other concentrated programs may be financed cooperatively by Council organizational members.

A. Instructor's Pay

1. A $15 per contact hour fee will be paid to mini course instructors. These fees are to be paid by either the participants or the school districts.

2. Consultants pay for workshops, institutes and other concentrated in-service education programs will be negotiated.

3. College and university personnel teaching courses for college credit will be reimbursed by their base institution.

4. At times, depending on the nature of the mini course, there may be material costs attached to the tuition fee.

STATE-WIDE STAFF DEVELOPMENT MODEL

Richard Sweeney

I would like to thank the Institute for inviting me to represent the Iowa State Education Association to discuss with you some of the in-service programs being conducted throughout the state. I know as a group you are more interested in what is happening in this immediate geographic area, however, I think it is important, for a few minutes, to look at a larger concept in relationship to a group action association throughout the state.

The Professional Association is basically designed for two purposes. One purpose is to promote the well-being of its members in the area of economic benefits and professional rights and responsibilities. The association is in high gear in these areas. The second area that the association is involved in is instructional improvement and decision-making. We find that teachers want to make more decisions as to what is happening in the schools and in the classroom. We can debate the issue that teachers have always made decisions and that is true. They are the master decision-makers in their own classroom but there are other decisions that are being made outside the classroom that affect the teacher.

If we look at education historically, one sees that the more education a person has, the higher up he goes in a vertical administrative model. As we look at education today, this may not be true because many teachers who have a specia-

list degree or doctorate degree still would rather be teaching in a classroom. They cannot, however, afford to teach because the traditional decision-making model incorporates the economic status and obligation mode which is not directed to reward teachers in the classroom, but only to reward them in administrative positions. It is not possible to change that immediately, but why should a teacher who is in a classroom diagnosing, prescribing, and developing input for students on a similar decision-making plane with the superintendent, assistant superintendent, or curriculum director (who only have a different kind of responsibility) be penalized economically. All of these responsibilities are needed, of course, but there must be ways of rewarding people for a variety of decision-making roles. The vertical, hierarchal model of financial reward in the educational systems is going to have to change. It is not known at this time how it is going to be done, but this is one aspect the Association is looking at to involve teachers.

There is one problem, however, and that is that teachers may not understand their obligation in accepting the responsibility as well as the opportunity in making decisions. It has been apparent to me that in the past the final decision regarding the students in the classroom is really made by the superintendent or the school board - they have the final say. It has been proposed that perhaps that is the reason there is an economic difference in the hiring of staff in a vertical structure. I would not necessarily agree at this point be-

cause as a classroom teacher I may get off the hook on a difficult decision, but on the other hand, I may not. My contract does not give me too much assurance. I think a thirty day assurance.

How is ISEA currently involved in in-servide and staff development? The Association is trying to work through the development of leadership through in-service education. In front of you is a model that the Iowa State Education Association has put together and I will try to share it with you at this time. The model is built as a teacher leadership model through a state-wide in-service program. The model is applicable to a school district, as well as to the state ISEA program. The model contains three levels of activity. It has a state impact, an intermediate unit impact, which in ISEA we call Uni-Serv Units, and a local impact where there is a direct involvement of teachers at the local school district level. If the model is applied to the school district, there would be: (1) an entire school district in-service program, (2) a feeder school system program, and (3) an individual program at the local building level. This leadership model has three modes to it, an informational mode, an applicational mode, and a problem-solving mode. For example, some teachers do not know, or have information about, Project PLAN - a computer management system. They do not know what computer system instruction is, so for these teachers, a workshop of this nature would be an informational activity as they learn

about Project PLAN. Some teachers, however, have heard of Project PLAN and would like to know how to apply it or how to implement it, what they do with it, and what kinds of things they need to know to implement it. Then there are some teachers who are ready to begin implementation of Project PLAN in their classroom. Therefore, three different types of in-service activities would be needed if in fact Project PLAN were to be implemented. When the entire model is put together there are nine cells of activity. ISEA tries to provide for the teachers of the state program in each of these nine models so there are state-wide informational, applicational and problem-solving kinds of activities at the state, Uni-Serv and local levels. I would be the first to agree that we do more in some modes than we do in others as far as implementation of in-service is concerned.

What types of activities is the Iowa State Education Association involved in for staff development? The association is involved in conducting and evaluating a forty-hour staff development program called the Instructional Development Institute. This is a very intensive workshop on problem-solving, designed to involve administrators, specialist, teachers, and board members in an instructional development system and procedure. It was designed by a consortium of universities through a grant from the U.S. Office of Education and is being disseminated throughout the United States. The ISEA, in cooperation with the Department of Public Instruction, is conducting this program

throughout the state of Iowa.

Where does Drake University come into this type of program? Or, where does the Des Moines Public Schools fit into this forty-hour workshop? Drake could be a part of this program as is the University of Northern Iowa and other universities who are giving three semester hours of credit for this particular program. At Dubuque this summer four universities are giving credit and the University of Northern Iowa is offering credit at five different institutes throughout the summer months. This is an expensive endeavor when you consider that it takes three staff people five weeks to administer this program which does not include the cost of materials or the reimbursement for substitute teachers, the expenses of the teachers and tuition payment. This is one kind of activity that the Association is involved in at this particular time.

The ISEA is involved in state-wide Mobile In-Service Training Laboratories (MISTL) in which twenty to twenty-five outstanding teachers throughout the state are used as facilitators to conduct a workshop. This involves teachers released from the classroom for a period of four to five days. Selected staff members at the Des Moines School System are involved in the MISTL Project and ISEA is grateful to the central administration for releasing those teachers to participate in this program. This type of workshop program does two things: It provides teachers from Des Moines who are working on innovative programs to react with other teachers throughout the state, and, it is a

great task development program for self in-service. With this group of teachers the Association conducts a three day training session to help them develop additional skills. MISTL Project is one of the most expensive programs that ISEA supports. The Association has put more than $12,000 a year into this program alone, but this is in concert with the concept that teachers need not expend their own pocket funds to run the program. Consequently, the Association pays expenses and asks the school boards to pick up the cost for substitutes for these teachers. It has been a successful program to this point.

There has been some difficulty in working with two of the larger districts in Iowa as of this year in that the administration has indicated "no way are we going to let teachers be involved in these kinds of programs." One district this past year would not let their teachers be involved in this program unless the teacher picked up the total expenses as a lost day of work. Another school district informed the Association that they will not let their teachers be involved in our program during the coming year. These are problems ISEA as an organization is experiencing in trying to cooperate with other agencies.

The Association has tried to put other kinds of workshops on at the local level - communication skills, instructional objectives, team teaching, and teacher interaction. One of the problems in working with faculty and staff is that as a group they never really sit down and work with each other as to where they are going in education. These in-service workshops provide

the kind of training that will help teachers do just that.

The point is that ISEA is interested in putting seed money into programs and training sessions to enable teachers to develop their own in-service programs. The basic philosophy of ISEA is that teachers should be involved in the development of programs they need, but the programs should be administered by those that are hired to administer. It is the administration's responsibility to come up with funds, to come up with the time, and the resources to let the teachers develop what in fact is needed.

The ISEA is trying to assist the teachers in identifying their needs and developing their objectives to further their skill in working with students.

There are other kinds of programs that have been implemented throughout the year. For example, the film Future Shock has really hit the scene in the last year. What is happening as we look at the energy crisis and as we look at futurism? The ISEA purchased the film and since November has worked with over 2,500 teachers in small-group settings. The film has been shown about 43 times. ISEA is showing the film as an in-service activity to help teachers interact to see where futurism fits into the educational scene. How do we as educators work with the students with this kind of film? Too often, teachers order films, show them and then seldom interact with students about the subject matter of the film. As an in-service educational activity ISEA has held workshops to

help gain skills in the utilization of films in the classroom. The problem has been, however, to negotiate with the local administration in schools to free teachers during school time to conduct in-service activities. Most of the time we have negotiated a fifty-fifty released time. Schools dismiss early at 2:30 and we keep the teachers until 5:00 and extend the in-service program after school. A group of teachers in eastern Iowa negotiated a time for in-service on Friday afternoon. Those teachers got out of school at 2:30 and finished the in-service at 5:30 that afternoon. That is a difficult time to have an effective service activity, but does, however, show dedication on the part of teachers.

What else is ISEA involved in? ISEA is involved in a variety of programs in which teachers are sent throughout the country to bring back new ideas to the state and, in turn, share them with other teachers. This year we sent teachers to the National Grading Conference, Association for Supervision and Curriculum Development, on individual tours, to the Minnesota Schools Facility Council, to the White Racism Conference, to the National Human Relations Conference, to leadership academies and four or five teachers were sent to communicative-evaluative workshops. These are all in-service activities and have tremendous staff development possibilities.

The ISEA in the last year or two has cooperated with Drake, Iowa State University, Department of Public Instruction, Clarke, Morningside, and many counties involving programs and

in-service activities. Recently, the Association conducted an intensive workshop involving university students, teachers and NEA personnel in an intensive writing conference designing packets on the Association and professionalism, dealing with such basic questions as: What is professionalism? What are professional organizations? These materials will be used in the colleges with the Student ISEA Program and in many colleges of education classes. It is anticipated that these packets will be finalized and in use or available for use by early fall.

The ISEA is involved in a monitoring project with the University of Northern Iowa. ISEA has been asked to monitor a phase of the teacher training program. The phase that is being monitored is the freshman-sophomore phase of early classroom experiences where the students get out into the classroom part of the course work. On the monitoring committee we are involving superintendents, administrators, school board, students, teachers, and Department of Public Instructional personnel. The program is being examined critically in an effort to evaluate its effectiveness. At this point the NEA people are quite excited about it because they have never seen this kind of cooperative program on this kind of issue. The committee was established upon request by the university. I have letters asking that we become involved in other programs throughout the state. Iowa State University is going to be involved in a needs assessment in several schools in northwest Iowa and has asked the ISEA for their input. These are only a few of the

activities in which the ISEA is involved. Many of the members do not even realize that the Association is involved in so many kinds of projects and programs. As stated earlier, ISEA is trying to provide seed money to train teachers to become more involved in their own staff development projects. It is the firm belief of the Association that it is the responsibility of the local taxing authority to help continually maintain staff development activities. It comes down to the question of who is responsible for the retraining and in-servicing of teachers? Is the public basically responsible? To what degree is the public responsible? And, from where are the funds going to come?

"PROFESSIONALIZATION" OF PRE- AND IN-SERVICE EDUCATION

Alfred Schwartz

It is relatively easy to become smug and satisfied about past achievements. I can readily recall the role Drake University has played in teacher education over the past 20 years - summer school workshops, evening classes, courses in 30-35 different cities in the state of Iowa, cooperative efforts, etc. However, today, I don't want to reminisce; I want to reflect on present and future needs. I urge all of you who represent public school systems to understand some of the perceptions which university people have about teacher education.

University personnel in teacher education do have some perceived concepts which, for us, are real. We firmly believe that teachers basically want to be true professionals. We accept this concept as a basic and underlying proposition in all that we try to do. When one tries, however, to get a handle on the meaning of the concept of "professionalization", one may have some differences of opinion. I would like to cite a few illustrations of what "professionalization" means to me in terms of the university and perhaps you can then see how this term relates to both pre- and in-service education. A profession or a professional field must contain a knowledge and literature base, as well as an emotional commitment. This, in turn, leads to a systamatic study of the field by individuals prior to obtaining membership in the profession. It also leads to continuing efforts to upgrade one's understan-

ding of the field. This does not come about through a process of osmosis or diffusion. "Professionalization" only takes place after considerable effort and a great deal of hard work.

"Professionalization" generally requires a decision of admission whether it be by National Examinations, state certification by a State Board of Public Instruction, or approval by an independent board such as those which regulate the lawyers and doctors of our society. In all of our discussions here today, we have not yet touched upon the possibility of turning over the whole problem of the certification of teachers to an outside and independent agency. "Professionalization" also generally includes associations of like-minded individuals seeking to further their own self-renewal and self-interest. We are part of that total system. "Professionalization" generally includes mechanism for private and public self-criticism. "Professionalization" includes a concept of upgrading of the professional competencies of the individual practitioner. If one destroies any one element of the total pattern, one is in danger of destroying the total structure.

What role should the university play in assisting in the development of "professionalization" of teacher education? A primary role of the university is to provide a knowledge base and theoretical constructs in a field of study. This knowledge base and the appropriate theories must be based upon the practical realities of what takes place within school systems. We understand it is essential that the university base its approach

on the practical elements of education as they have evolved into appropriate theories.

While sometimes we are accused of being too theoretical, please understand all of us are products of a specific system of education which has been based upon selected theoretical concepts. I went to Lowell Elementary School in Chicago, Chicago Teachers College and the University of Chicago. That was my educational pattern and all of you have been through similar types of educational arrangements. If you have grown up through this educational system, irrespective of where it has been, irrespective of the institution, you need to recognize there has been a theoretical model built into what you are doing. The University undergirds the educational or social model we have in the U.S.A. Don't minimize this concept of theory in your analysis of in-service education because if you do it may have good short-range effects, but it is not beneficial to the teaching profession in the long run.

The role of the University is to help individuals and institutions seek out new ideas, to experiment with new ideas, to make mistakes with new ideas. The role of the University is to dream, to stimulate and to challenge.

In addition, the University must continue to play the role of friendly critic. It is very difficult for personnel within the Des Moines Public School system to be critical of what they are doing; it is very difficult for State Department of Public Instruction personnel to be critical of what they are doing;

it is very difficult for the Des Moines Education Association or the Iowa State Education Association to be critical of what they are doing. Likewise, it is just as difficult for a university to be critical of what it is doing. An essential role to be played by a university is that of friendly critic. If we lose that role, there will be other agencies in our society who will take over the responsibility and they may not be friendly. I regret one of the tragic events which has happened in the past decade in American society - that our educational system has been damned and criticized by people outside the profession because internally we have lost sight of the need to maintain the concept of self-criticism. We need to allow ourselves the luxury of having those within the profession take a look at what we are doing and then say, "Hey, maybe we aren't doing this as well as we could be doing it." The role of the university remains one of friendly critic and, in turn, we hope public school personnel will help us by being our friendly critics.

We are subject to criticism and we do listen to what you have to tell us. I might, however, have some disagreement with those who say we don't try to meet the needs of the profession. Frankly, we only survive by meeting the needs of people in the profession. We survive by providing a wide range of programs requested of us by public school personnel. Drake University has always tried to meet the needs of teachers, administrators, counselors and other school personnel. We do this because it is our profession and because it is a matter of sur-

vival.

I am pleased by what I have heard here this morning. Several weeks ago, we said "Let's get people together who are talking about ideas we can share". This has been an extremely informative and worthwhile session to me.

Simply in closing, I would like to emphasize or stress one point. The university has a key and vital role in helping us stretch the limits of our capabilities. It is important that we constantly seek ways and means to improve our own procedures because in our growth, we will help our students and your colleagues grow.

SUMMARY

Glen I. Earthman

The Introduction to this publication listed many developments and movements in the area of teacher in-service education and then poised the general question - What does all of this activity hold in store for educators in general and specifically for the Des Moines-Drake Educational Institute community? The presentations given by invited representatives of several organizations and governmental agencies which are contained in this booklet shed some light upon this question. What was important in these talks, however, was to be able to determine the course of action on the part of the institutions and organizations involved. Where and how these diverse actions mesh into a unified whole is not clear at this time and perhaps teacher in-service education may never develop into a unified effort of all interested organizations and parties. But, there will have to be some marriages and/or cooperative arrangements in the future if all organizations plan to be involved in this important task. The organizational nature of teacher in-service education in the future is far less clear than some of the attributes that have been enunciated through these presentations. Based upon the presentations and discussions that took place on May 9, 1974, at the Symposium, it would seem as if teacher in-service education will take on some new forms and characteristics different perhaps from what has happened in the past. The more important distinctions are discussed in the following section.

Staff in-service education will be planned in light of School District goals and will be comprehensive in nature. School Districts will no longer enjoy the luxury and inefficiency of haphazard development of an in-service education program. The Des Moines Public School System is a notable example of the type of comprehensive planning that will characterize in-service education programs in the next few years. The type of planning exhibited in the Des Moines System is, however, the exception and not the rule in the present state of development. Too often school districts throughout the country have given only lip service to an organized in-service program. In the majority of cases in-service is not systematically planned with a view to aiding the needs of the teachers and promoting the goals of the school district. Only through systematic and comprehensive planning will the in-service program reflect these needs and goals. With the development of united teacher initiative and involvement, such comprehensive planning is almost assured.

Teachers will have a major role in developing in-service programs in the future. It is not enough to say that development of in-service educational programs in the future will be characterized by cooperative planning; more precisely these programs will not be dominated by administrators, but will be developed by teachers themselves. The advent of collective bargaining powers for teachers will probably mean that teachers will dominate in-service education planning and implementing. The exact nature of what can happen under a negotiated contract

in this area is not clear at this time, but it leads to another development.

Certain aspects of in-service education will be negotiated over the bargaining table. Not only will teachers have more involvement in the planning and implementation phase, but entire packages will contain provisions for released time, resources, facilities, and materials. But let no one be deluded, in-service education, even in Iowa, is a negotiable item just as it was in Pennslyvania, Wisconsin, and other states. This fact of life also speaks to the funding of in-service programs.

School districts and/or other governmental levels will shoulder the financial responsibility for upgrading the staff of the public schools. The trend towards this arrangement has been evident for some years, however, the collective bargaining powers will enable teachers to quickly bring about the shift in financial responsibility to the school districts. Needless to say, in the future there will be no question as to the responsibility for funding such activities. In addition, if school administrators desire to upgrade the teaching staff to accomplish certain objectives then it is incumbent upon the school district to provide the necessary training at the expense of the Board of Education.

The subject matter of in-service education will deal with the immediate work experiences of the staff member and will employ a problem-solving approach. Although some educators maintain that present in-service programs address themselves to

the immediate work experience, it is not generally acknowledged that present day programs are problem-solving oriented. When teachers have a more direct input into, and a responsibility for the planning and implementation of the in-service program, it is reather evident that the subject matter will relate to their experiences. But no matter how timely the subject matter, unless a participant involvement-type of methodology is utilized, the effectiveness of the program is greatly reduced. In spite of the fact that educators are knowledgeable about how people learn, the utilization of such methodological knowledge is often times lacking in programs of in-service education. It does not require much remembering on the part of anyone connected with education to conjure up memories of even recent in-service meetings in which the leader lectured to a group of teachers and then expected a change in the way these teachers operated in a classroom. Such naivete or insensitivity, whatever it might be, just will no longer be tolerated by staff members. The point here is that with the use of more effective methodology emphasizing problem-solving, coupled with relevant subject matter, more realistic results will be obtained in changing teacher behavior. Those persons in charge of planning and implementing in-service education programs will also make use of a wide range of resources found both inside and outside of the local school district. This trend of pulling in a great number of resources to help with problem areas will continue in large proportions in the future

as educators realize the need for better in-service education programs. But no one is so unsophisticated to believe that before the above happens there will still be plenty of in-service meetings where the leader will give a lecture on the effective use of television in the classroom, for example. This is not cynicism, but rather a pragmatic realization of a continuum of growth patterns on the part of teachers.

The more sophisticated in-service education programs will be based upon an assessment of the needs of teachers. The Des Moines Education Association conducted a needs assessment of the entire teaching force of the school district. The results of this assessment will be utilized to plan and design in-service education programs for teachers. This instance is not the first time a program of in-service was based upon a needs assessment of teachers, but the uniqueness of this project is the scale of application and the fact that the local education association (i.e., the teachers themselves) conducted the assessment and now plan to implement a program based upon the results of the assessment. This type of planning happens so infrequently, that it appears unique in and of itself. Of course, it is recognized that the Des Moines Education Association is participating in a pilot project with the National Education Association, but based upon the results of this project, even though only partially completed, it is safe to say that the more sophisticated and effective in-service programs will utilize this approach which bases the offerings upon docu-

mented needs of teachers as determined by teachers themselves. It is important to also recognize that not only will the teachers determine their own needs, but will also plan and implement the program calling upon whatever resources are needed. These resources may be found within the local school district or in the institutions of higher learning, for example and this may point to a significant way for such institutions to become involved.

The continuous nature of in-service experiences for teachers will be perceived as an important element in a career-long educational process. Although in-service activities may be of a specific and terminal nature, in the more sophisticated programs these short-term activities will fit into a comprehensive program that will provide the teacher with continuous career-related improvement experiences. Educators have traditionally perceived their education as continuous during their lifetime. They have likewise been encouraged to return to colleges and universities to take some classes to help them keep current. In-service education has not always been perceived as a continuous experience in the same manner. With greater opportunity for self-determination in program content and methodology, with school districts funding these programs, and with the need to continually change the educational program of the school district, it seems reasonable to conclude that in-service will have to be of a continuous nature.

There will have to be greater cooperation in the future

between a variety of educational institutions and governmental units in the planning and implementing of in-service education programs. Sheer economics of the present environment demand that cooperation be the theme in the future. Cooperative ventures between school districts will become commonplace in the not too distant future. The Polk-Story County School District in-service education program might be an excellent example of the new trend. In the presentation given at the Symposium concerning this school district, it was well enunciated that the school district was willing to try cooperative arrangements with other school districts, governmental agencies, and educational organizations. Polk-Story County School District administrators are actively encouraging educators from outside their organization to participate in their in-service programs. Additionally, these administrators are seeking ways to work cooperatively with their counterparts in local community school districts to meet the needs of the professional staff. That type of cooperation must expand in order for school districts to offer effective in-service education programs because it is a known fact that a good program requires considerable funding. The shoestring operation may meet some short-term needs, but cannot be expected to carry the weight of a comprehensive school district program. The Department of Public Instruction has provided leadership in developing cooperative in-service education programs with county and local school districts. For small school districts it is absolutely necessary to develop cooperative programs with surrounding districts. Cooperative help can

be available to educators in small school districts from such quarters as the Iowa State Education Association, Department of Public Instruction, and even large school districts located in the state.

Developments in the pilot project conducted by the Department of Public Instruction regarding application of local school district in-service credit for recertification purposes indicate that within the near future this program will be expanded statewide. This project has given stature to in-service education programs which are carried out on a local level. Also, with this act of legitimizing local programs will come an application of accountability from a level other than the local educational agency. In order to give credence to the local effort at in-service, the state will need some type of assurance of quality and need. This accountability will not, however, negate the basic concept of recertification based upon local school district training experiences. It is recognized that this project is different from the usual approach of basing recertification solely upon the granting of graduate credits from a college or university. As can be imagined, there are benefits and constraints on both approaches, and when utilized in isolation each approach may not serve the entire needs of the school district program. Nevertheless, this pilot program will have a tremendous impact upon the in-service efforts of local school districts. The effect upon the school districts will be great, but will probably be small in comparison to the impact the recertification program will have upon graduate educa-

tion programs carried on by colleges and universities.

Institutions of higher education will have to re-examine their approach to graduate education programs with an eye towards working cooperatively with teachers in local school districts to meet their in-service needs. What manner of cooperative arrangements to be developed in coping with a re-certification program based upon local in-service programs, of course, is not known now. Depending upon the flexibility and creativeness of graduate schools of education, these arrangements will vary from granting graduate credit for local in-service courses to conducting the in-service experiences for the teachers. In some localities, teachers may contract with the university to conduct certain experiences for them - whether or not graduate credit is given. The main point is that colleges and universities will either voluntarily change to meet the need or will probably be forced, kicking and screaming, to participate in new ventures. Maybe the choice for institutions of higher education is just that limited.

A good example of the type of cooperation that could exist between universities and local school districts is the development of an in-service course designed for potential administrators planned this spring between the Des Moines Public School System and Drake University. Through the efforts of the Professional Development Committee of the Des Moines-Drake Educational Institute, such an in-service program was planned and will be implemented this fall with personnel from

both the Public Schools and the University. Although this is a small program, it is a good example of the arrangements that could be developed for the benefit of all.

One positive possibility of this entire situation might be more opportunity for individualization of in-service experiences for educators. Increased emphasis upon local in-service programs and a new recertification program will not be the doom of graduate education programs that some people seem to think it will be, unless the colleges and universities choose to ignore the developments discussed above. If that tack is taken by educators in institutions of higher education, then some graduate programs are bound to diminish or collapse. It is perceived that such will not be the case. Just as colleges and universities have changed to meet new needs and requirements in the past, so will they change to meet this need. Creative educators will, of course, bring about such needed responses.

There will need to be many changes on the part of public schools, teacher organizations, colleges and universities, and even the State Department of Instruction, to meet intelligently the developments in teacher in-service education. With the knowledge of what other organizations are planning, along with the plans their own organization will pursue, it is possible to see some resolution to the picture. Every organization involved in the Symposium has a distinct contribution to make to the field of teacher in-service. That contribution cannot be made in isolation from other organizations interested in

the in-service needs of teachers. The purpose of the Symposium was to provide an arena where educators from various organizations, governmental agencies, and institutions could meet on a mutual plane and discuss a common interest and share future concerns and plans. To that end, the Symposium was successful. It will be of considerable interest to everyone involved to continue the interface established by the Des Moines-Drake Educational Institute on teacher in-service.

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